

Michigan Out-of-School Time Standards of Quality

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INTRODUCTION

"Because young people spend only 20 percent of their time in school, how and where they spend the remaining 80 percent has profound implications for their well-being and their future. Quality afterschool (out-of-school time) programs provide engaging learning activities in a safe and supportive environment. These programs can meet students' needs for personal attention from adults, inclusion in positive peer groups, and enjoyable experiential activities that build self-esteem. Afterschool (out-of-school time) programs are also uniquely positioned to encourage a more supportive bridge between home and school."¹ In fiscal years 2000/2001 and 2001/2002, the Office of Early Childhood Education and Family Services, formerly the Early Childhood and Parenting Programs Unit, of the Michigan Department of Education (MDE), in collaboration with the Department of Human Services (DHS), formerly the Family Independence Agency, funded a Super Pilot Out-of-School Time (OST) project. The purpose of this project was to improve quality, increase sustainability, and evaluate the effectiveness of strategies utilized by OST programs to develop and enhance quality.

The *MOST Standards of Quality* are designed to assist schools and other organizations in developing high quality, comprehensive OST programs for all children and youth in grades K-12. The standards are based on research concerning quality programs for school-age children and youth.

A set of critical components for out-of-school time programs is presented in this document as seven distinct areas for which quality standards have been established. These components are:

- Health and Safety;
- Human Relationships;
- Program Staffing;
- Indoor and Outdoor Environment;
- Program Activities;
- Administration; and
- Single Purpose Programs

These standards define the recognized indicators of OST program quality.

HISTORY

A committee was formed from MDE and three school districts representing geographically diverse urban, rural, and small town populations. The OST committee was charged with the task of writing model standards for quality OST programming that could be used as a framework for the design and implementation of high quality programs meeting the specific and different needs of children and youth during the hours outside of the school day. This committee began its work in August 2001 and concluded it in June 2002. The committee's extensive research and practical knowledge of a combined 95 years of experience in OST programs resulted in a draft of this document.

¹ Miller, B. *Critical Hours: Afterschool Programs and Educational Success*. May 2003

On June 13, 2002, the Michigan State Board of Education (SBE) adopted the recommendations of its Task Force on Integrating Communities and Schools. One of the recommendations was to develop and disseminate model standards for programs offered during out-of-school time. On February 27, 2003 the SBE adopted the first edition of the *Model Standards for Out-of-School Time Programs in Michigan*.

Subsequently, legislation was enacted to develop the Michigan After-School Partnership (MASP) to build the capacity for communities to provide high quality after-school programs. The MDE charged MASP with reviewing and updating the *Model Standards for Out-of-School Time Programs in Michigan* to reflect current research in the field and changes in Michigan Licensing Rules for Child Care Centers. "The pervasive afterschool research cited in the report [*A New Day for Learning*] is evidence of why high quality, engaging activities are invaluable to children's success in life. These activities help students learn persistence and concentrate on tasks; develop better work habits and attendance in school; increase their physical activity; improve their grades; build self-confidence through service learning, team sports and performance; explore careers; and develop skills such as critical thinking and creativity. In addition, research indicates that afterschool programs keep children safe and help working families." ²

In the fall of 2012, an ad-hoc committee was convened to review and update these standards. The *Michigan Out-of-School Time (MOST) Standards of Quality* are aligned to the *Early Childhood Standards of Quality for Infant and Toddler Programs* and *Early Childhood Standards of Quality for Prekindergarten* to provide a continuum of high quality programming for all Michigan children and youth.

The title of the *Model Standards for Out-of-School Time and After-School Programs* in Michigan was changed to reflect current national trends. The committee agreed that the *MOST Standards of Quality* should reflect quality programming for all school-age children and youth from kindergarten entry through high school graduation (K-12). This document has been edited to replace the term "children" to "children and youth" or "student" to reflect this change. Indicators have been added to align with the *National AfterSchool Association Healthy Eating and Physical Activity Standards* that were adopted in 2011. In addition, standards and indicators have been added and edited to support Science, Technology, Engineering and Math programming, as well as, inclusive practices.

"The field is also reaching consensus on a set of core practices (standards) and has developed instruments that measure these practices... Our advice is to focus on improving program quality, refining our tactics as we go."³

DEFINITIONS

This document uses the term "out-of-school time" (OST) to fully describe before school, after school, times and days when there is no school due to teacher training, snow days, vacations and summer vacation. Comprehensive OST

² C.S. Mott Foundation. *A New Day for Learning*. January 2006

³ Granger, R., Dunlark, J.A., Yohalem, N., & Reisner, E. (April, 2007). *Improving after-school program quality*. New York, N.Y.: William T. Grant Foundation

programs ideally include both Extended Learning Opportunities (ELO) to support the school day and School-Age Care (SAC) to support working families. Comprehensive programs provide safe places for students when their families are not available, as well as academic support, enrichment activities, and child and youth development opportunities. Some single-purpose programs may serve children and youth who do not need comprehensive services. However, many of the same guidelines and safeguards should be available for children and youth at any time they are served by programs outside of school hours and not accompanied by their families.

HOW TO USE THIS DOCUMENT

The *MOST Standards of Quality* may be used as a guide to developing and evaluating OST programs for all children and youth in grades K-12. These standards indicate very high quality, age-appropriate practices. Programs may be specifically mandated by their funding sources to follow these standards. The MOST standards are voluntary for all other OST programs. The MDE and SBE recommend the use of this publication, along with other research-based assessment tools for program monitoring and self-assessment [e.g., Youth Program Quality Assessment (YPQA), Afterschool Program Assessment System (APAS), Quality Assurance System (QAS)].

NOTE: The components and related standards will be relevant to all high quality OST programs; however, some single-purpose programs may not find all components applicable to their programs but should minimally apply all standards within the Health and Safety and Human Relationships in addition to the Single-Purpose Programs components.

I. Health and Safety

<u>Standard:</u>	<u>Quality Indicators:</u>
A. The physical, social and emotional health, safety, and security of all children and youth are protected.	<ul style="list-style-type: none">❑ In school buildings, health and safety standards required during the school day are continued in the OST program.❑ Health and safety regulations of the Licensing Rules for Child Care Centers are met.❑ Children and youth are supervised at all times, including during arrival and departure.❑ A system is in place to prevent unauthorized individuals from taking children and youth from the program.❑ Staff plan for different levels of supervision according to the level of risk involved in an activity.❑ Staff consider the health; physical; and environmental hazards, such as:<ul style="list-style-type: none">○ Playground, e.g., broken equipment or unsafe play spaces.○ Cooking, e.g., hot foods or ingredients that may cause allergic reactions.○ Science activities, especially the use of ANY chemicals or hazardous materials.❑ Staff builds trusting relationships with children and youth that provide physical, social, and emotional security.❑ Equipment and facilities are checked daily and maintained in a safe fashion.❑ Programming facilitates a variety of physical and nutritional activities that meet the needs and abilities of all children and youth.

<p>B. Written policies and a training system are in place for emergencies.</p>	<ul style="list-style-type: none"> ❑ Staff members are trained in accident prevention and in plans for emergencies. Plans are written and posted prominently. Staff members are trained in emergency practices and regular reviews of emergency plans are conducted. ❑ Contingency plans for emergencies, including closings, are communicated to families of students upon enrollment. ❑ A procedure for emergency communication with families (e.g., phone trees, text messages, e-mail and web postings, cell phone usage) is established and communicated. ❑ A phone is available at all times. ❑ Emergency family and medical contact information is maintained in the program and available to program staff at all times.
<p>C. Staff members are all trained to handle emergencies.</p>	<ul style="list-style-type: none"> ❑ Within three months of beginning to work in the program, each adult program staff member shall hold valid certification in CPR and basic first aid as issued by the American Red Cross, American Heart Association, or a comparable organization. Training is updated to remain current. ❑ There is always an individual onsite who has current first aid training, CPR, and blood borne pathogen training.
<p>D. Positive policies and procedures ensure the health of all children, youth, and staff.</p>	<ul style="list-style-type: none"> ❑ The environment is clean, and appropriate sanitation, disinfecting, and maintenance procedures are followed. ❑ Children and youth and adults with contagious illnesses do not attend the program. ❑ The spread of illness is contained by proper hand washing procedures and appropriate hygiene practices.

<p>E. Appropriate transportation rules are followed.</p>	<ul style="list-style-type: none"> ❑ Transportation provided to students follows regulations in the Revised School Code for transporting students to and from school. ❑ Children and youth with special needs are transported in a safe, comfortable, and appropriate manner. ❑ Field trip transportation is arranged with the knowledge and consent of parents/guardians, and follows transportation rules for school field trips as – listed in the Licensing Rules for Child Care Centers for licensed programs. ❑ Public transportation is utilized in the manner approved in the Revised School Code or required by the Licensing Rules for Child Care Centers.
<p>F. Proper procedures for the administration and handling of medication and individual medical procedures are developed.</p>	<ul style="list-style-type: none"> ❑ Procedures are written, implemented, posted, and distributed in program handbooks to staff and parents. ❑ Medication administration regulations of the Licensing Rules for Child Care Centers are met.
<p>G. The program serves foods and drinks that meet the needs of all children and youth.</p>	<ul style="list-style-type: none"> ❑ OST programs serve a minimum of one snack if children and youth attend fewer than 2½ hours. Students who attend longer programs receive an additional snack or meal. ❑ Food provided must be of nutritional quality to meet the minimum meal requirements of the MDE, Child and Adult Care Food Program. ❑ Children and youth participate in food selection, preparation, distribution, and clean-up. ❑ Staff members sit and eat the daily program snack or meal with children and youth. ❑ Staff discuss the health benefits of snack components with children and youth. ❑ Staff members do not bring in/consume personal food or beverages in front of the children and youth.

<p>H. Programs serve foods and beverages in amounts and types that promote lifelong health and help prevent chronic disease.</p>	<ul style="list-style-type: none"> ❑ The amount and type of food offered is appropriate for the ages and sizes of children and youth. ❑ Drinking water is readily available at all times. ❑ Food choices accommodate dietary restrictions related to allergies, food intolerance, religion, and culture. ❑ Students' special nutritional needs are documented and all staff are made aware of accommodations.
<p>I. The program creates a social environment, including positive relationships, that encourages children and youth to enjoy healthy foods.</p>	<ul style="list-style-type: none"> ❑ Food is not used as a reward or punishment. ❑ Holidays and birthdays are celebrated with healthy items (if celebrated). ❑ Fundraisers emphasize healthy foods or rely on non-food items.
<p>J. Food is stored and prepared safely.</p>	<ul style="list-style-type: none"> ❑ Food storage and preparation standards are maintained as required by the Licensing Rules for Child Care Centers. ❑ Appliances for heating and cooling food are maintained in a safe manner.

II. Human Relationships

<u>Standard:</u>	<u>Quality Indicators:</u>
A. Adult/student relationships are authentic, consistent and positive.	<ul style="list-style-type: none"> ❑ Staff treat all children and youth respectfully, positively, and warmly. ❑ Staff support children and youth in building new skills. ❑ Staff encourage children and youth to exercise creativity, curiosity, and their imagination. ❑ Children and youth appear engaged, focused, and interested in the program. ❑ Staff give attention to children and youth and their individual needs, temperaments, special interests, and abilities. ❑ Staff provide opportunities for children and youth to engage with positive adult role models individually and in small groups.
B. All relationships engage children and youth in positive and respectful ways.	<ul style="list-style-type: none"> ❑ Staff provide a safe, respectful environment where children and youth and families may interact in positive ways. ❑ Clear expectations are established cooperatively with children and youth and maintained consistently. ❑ Staff model and encourage communication, cooperation, and child and youth-centered approaches to reframe conflict. ❑ Staff promote psychological and emotional safety at all times. ❑ Staff promote supportive peer interactions by encouraging collaboration, teamwork, and positive communication. ❑ Staff interact with children and youth using various approaches to help students learn to think for themselves, develop problem solving skills, and improve language skills. ❑ Staff support children and youth with encouragement and attribute success to effort, attention, practice, and persistence. ❑ Staff actively involve children and youth in decision making and leadership roles.

<p>C. The program creates a positive social environment where all students feel safe.</p>	<ul style="list-style-type: none"> ❑ Staff teach, encourage and model positive behaviors. ❑ Staff greet children and youth by name upon their arrival. ❑ Staff acknowledge and positively support desired behaviors with children and youth. ❑ Staff communicate expectations of desired behaviors with children and youth and families at the beginning of the program. ❑ Staff utilize opportunities to help students develop positive/appropriate responses or social skills.
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III. Program Staffing

<u>Standard:</u>	<u>Quality Indicators:</u>
<p>A. Staff to student ratios and group size are established to ensure that authentic, helpful, and caring relationships can be established and maintained between children and youth in the program and the staff.</p>	<ul style="list-style-type: none"> ❑ Adequate numbers of qualified staff are hired, trained, and on-site. ❑ Staff to student ratios are maintained consistently. ❑ At least two adult staff members are present in the program at all times when children and youth are present. Adult staff members are individuals who are 18 years of age or older. A high school student who is 17 and in the final year of a high school career preparation program in child care may count as an adult. ❑ Group size does not exceed 30 children or youth. A group consists of those children and youth and their program staff members who function as a unit for activities. ❑ Adult to student ratios do not exceed: <ul style="list-style-type: none"> • Grades K to 3—one adult for ten students. • Grades 4 to 12—one adult for 15 students. ❑ Additional adults are present when children and youth with special needs require more supervision. ❑ Mixed-age groups follow the ratio requirement for the youngest student in the group. ❑ Sufficient staffing is available to meet ratios in all locations when groups are split between indoor and outdoor or separate activity areas.
<p>B. Staff (program staff and administrative staff) develop open and supportive relationships focused on the goals of the program.</p>	<ul style="list-style-type: none"> ❑ Staff members communicate and cooperate with each other consistently. ❑ Staff members support each other through shared planning, coordination, and flexibility. ❑ Staff interact with each other in a professional manner.

<p>C. Staff composition and training reflect sensitivity to diversity, gender equity, and ability.</p>	<ul style="list-style-type: none"> ❑ The program policy prefers employment of staff members who reflect the languages, cultures, and genders of the children and youth and families served. ❑ Staff training in diversity is provided, including meeting needs of children and youth with special needs. ❑ Staff members are sensitive to, and respectful of children's and youth's culture, religion, home language, and beliefs. ❑ Staff avoid teaching stereotyped expectations to children and youth, especially in areas of academic achievement and career preparation. ❑ Staff promote gender equity. ❑ Staff members are sensitive to individual students' special needs and abilities.
<p>D. Policies and standards are developed and written related to staff qualifications for each position, including written job descriptions used in recruiting and hiring staff.</p>	<ul style="list-style-type: none"> ❑ A written job description is available for each position in the OST program, which includes the title and qualifications needed, job duties, and salary/benefit range. ❑ Staff qualifications align with the program goals and objectives and are based on the <i>National AfterSchool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals</i>. ❑ The plan for staff selection includes checking references, criminal history, central registry, and background.
<p>E. A written plan for recruitment, orientation, and retention of staff is developed and implemented.</p>	<ul style="list-style-type: none"> ❑ The written plan for recruitment, orientation and retention of paid, volunteer, and community staff is consistent and used by administrators for implementation and decision-making. ❑ The plan is considered by board members and administrators in budget development. ❑ New staff participate in eight or more hours of pre-service orientation activities. Pre-service orientation activities include elements of child and youth development.

<p>F. Each site has an adult site supervisor or director with decision-making responsibilities.</p>	<ul style="list-style-type: none"> ❑ The site supervisor/director is at least 21 years of age and has a bachelor's degree and experiential background including college-level work and/or experience in education, child development/child psychology, recreation, social work, youth development, community organization, or another field relevant to work with students during out-of-school time and/or possesses the Michigan School Age Youth Development Credential. ❑ The site supervisor/director is available onsite when students are onsite.
<p>G. Program staff working directly with students are well trained with appropriate experience to work in the OST field with children and youth.</p>	<ul style="list-style-type: none"> ❑ Staff possess the Michigan School Age Youth Development Credential. ❑ Staff will have training and experience that is appropriate for the type of programming, ages, needs, and abilities of the children and youth served.
<p>H. A written plan for on-going staff development is implemented and budgeted. This plan must include:</p> <ul style="list-style-type: none"> • typical and atypical child and youth development; • age-appropriate curriculum; • behavior management; gender equity; cultural sensitivity; and inclusion; • health/safety; • mental health/social emotional learning; • healthy eating/nutrition; • physical activity; • partnering with families; • child/adult CPR/first aid/emergency procedures; • child abuse and neglect prevention and reporting; • record keeping; • appropriate activities; and • Licensing Rules for Child Care Centers. 	<ul style="list-style-type: none"> ❑ The plan for staff development is incorporated into the overall staff development plan for the school or agency, is reflected in the budget, and is based on an assessment of the needs of the program and the staff. ❑ Individual staff development plans are developed and reviewed at least annually based on the <i>National AfterSchool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals</i>. ❑ Staff qualifications, as well as program evaluations, are taken into consideration and are consistently implemented. ❑ Within three months of beginning to work in the program, each adult program staff member shall hold valid certification in CPR and basic first aid as issued by the American Red Cross, American Heart Association, or a comparable organization.

<p>I. A written, board-approved compensation plan is developed to retain qualified staff and maintain quality programs.</p>	<ul style="list-style-type: none"> ❑ The written, board approved compensation plan is clearly related to the local market, staff qualifications, program quality, and staff retention. ❑ The plan is consistently implemented with short-term and long-term fiscal sustainability plans in place.
<p>J. All staff who work with children and youth are physically/mentally able to perform outlined job duties and are free of criminal convictions.</p>	<ul style="list-style-type: none"> ❑ Staff physicals are required prior to employment, and are updated at least every three years. ❑ Criminal background checks and central registry clearances are required prior to employment as required by Licensing Rules for Child Care Centers.
<p>K. Staff evaluation is established and used for ongoing professional development.</p>	<ul style="list-style-type: none"> ❑ Each staff member is evaluated semi-annually by the supervisor. ❑ Staff evaluations are used to guide decision-making about professional development activities connected to program goals and objectives.

IV. Indoor and Outdoor Environment

<u>Standard:</u>	<u>Quality Indicators:</u>
<p>A. The indoor environment is established to offer a safe, comfortable, age/ability appropriate, stable facility with adequate space to carry out the program and meet the needs of all students.</p>	<ul style="list-style-type: none"> ❑ There is specific space that is safe, clean, and comfortable with enough room for all program activities. ❑ There is convenient access to running water for program activities and cleaning. ❑ The facility is arranged and furnished for a variety of learning and recreational activities, including space for active and quiet activities, homework, spaces for groups of children and youth, and privacy for individual students. ❑ There is adequate space for storage of equipment and materials, as well as personal possessions. The physical environment can be modified to meet the needs of the program offerings and special needs of individuals. ❑ The program adheres to safety regulations and policies including those regarding the inclusion of children and youth of all cultural backgrounds and abilities. ❑ Written guidelines are in place regarding the use and maintenance of program facilities. ❑ The program works cooperatively with other programs in meeting space constraints in shared spaces.
<p>B. The outdoor environment is established to offer a safe and age/ability appropriate area for daily outdoor play and sports.</p>	<ul style="list-style-type: none"> ❑ There is adequate outdoor space available for large motor and sports activities daily. ❑ Children and youth may choose to use a wide variety of outdoor equipment and games for active and quiet play. ❑ Use of the Public Playground Safety Handbook⁴ is recommended when applicable. ❑ All outdoor equipment and spaces are suitable for the sizes and abilities of all children and youth and are maintained in a safe manner.

⁴ Public Playground Safety Handbook –

http://www.michigan.gov/documents/dhs/Handbook_for_Public_Safety_CPSC_PUB-325_241534_7.pdf

<p>C. All materials and equipment, both indoor and outdoor, are purchased and maintained to provide learning and play experiences that are age/ability appropriate, individually supportive and regularly offer multiple choices.</p>	<ul style="list-style-type: none"> ❑ Enough materials, equipment, and resources are available and accessible by program participants and are appropriate for skill levels and the number of children and youth participating. ❑ There is a full range of learning and recreational equipment and materials (e.g., cooking, woodworking, art, literacy, fitness, science, technology, engineering, and math, etc.). ❑ Materials and equipment are available for a variety of choices, individual and group interests, and in good repair.
<p>D. The environment is accessible to children and youth and families with disabilities.</p>	<ul style="list-style-type: none"> ❑ Program is barrier-free and complies with all Americans with Disabilities Act (ADA) regulations.⁵
<p>E. The environment reflects the diversity represented in the population of the community and gender equity.</p>	<ul style="list-style-type: none"> ❑ Décor, materials, and resources reflect family backgrounds and interests of children and youth. ❑ Materials, photographs, and equipment are representative of a variety of cultures, populations, and abilities while avoiding stereotypes.
<p>F. The environment reflects various learning styles and abilities of all children and youth.</p>	<ul style="list-style-type: none"> ❑ There is a variety of age-appropriate materials within active and quiet spaces to accommodate learning styles and abilities of all children and youth.

⁵ American with Disabilities Act regulations - www.ada.gov

V. Program and Activities

<u>Standard:</u>	<u>Quality Indicators:</u>
<p>A. Activities are planned and supported through resources which reflect the interests and abilities of the children and youth enrolled and provide support for the school-day activities, especially supplementing the areas of development not regularly provided during the school day.</p>	<ul style="list-style-type: none"> ❑ The program offers developmentally appropriate activities that reflect the mission and goals of the program. ❑ The program offers a variety of active and quiet activities that are appropriate for the age, skill level and abilities of all children and youth. ❑ Resources are available and utilized to provide a variety of child and youth-centered and child and youth-led activities that increase the opportunities for all children and youth to develop in all areas (social, emotional, intellectual, academic, physical, and cultural). ❑ The program provides planned daily recreation, sports, or fitness activities that are at least 20 percent of daily program time. ❑ When weather does not permit outdoor participation, active indoor movement and games are offered. ❑ The program offers enrichment opportunities in core academic areas as well as in cultural arts and technology.
<p>B. The comprehensive curriculum addresses the needs of the individual, as well as group needs, and supports the school curriculum.</p>	<ul style="list-style-type: none"> ❑ Staff members demonstrate awareness of students' individual daily needs, abilities, and learning styles and plan to accommodate them in daily programming/activities. ❑ There is a clear rationale for the activities chosen. ❑ Activities challenge participants intellectually, creatively, and/or physically and require building, learning, and applying a progression of new skills. ❑ Formal processes or structures are in place linking the program to the school day. ❑ Activities have educational, social-emotional, physical or life-skills outcomes.

<p>C. Program development and implementation is carried out in such a way to include significant child and youth choice and child and youth involvement in planning and leading.</p>	<ul style="list-style-type: none"> ❑ Staff give children and youth many opportunities to plan, carry out and evaluate their own activities. Children and youth are included in the planning and design of the program and activities offered. ❑ Children and youth are encouraged to offer ideas, take the initiative, make suggestions, and lead program activities. ❑ There are opportunities for children and youth to participate and develop connections with their larger community. ❑ Students and staff share leadership and control of program activities. ❑ Children and youth are appropriately involved in decision making and the planning, management, evaluation, implementation and improvement of the program.
<p>D. Families are appropriately involved in decision making, planning, management, evaluation, implementation and improvement of the program.</p>	<ul style="list-style-type: none"> ❑ Multiple systems are in place for families to be involved and to provide input regarding policies, procedures, curriculum, etc. ❑ Multiple systems are in place for maintaining communication with families. ❑ Families and community members are invited to collaborate with staff and participate in the program. ❑ Expectations for adult participation in the program are clearly communicated.
<p>E. School day and OST activities are linked in ways that support the academic development of each individual child regardless of ability.</p>	<ul style="list-style-type: none"> ❑ OST programming includes developmentally appropriate academic support and enrichment activities that complement the school curriculum. ❑ OST staff members work with individual teachers and parents to support homework and academic needs of children and youth. ❑ OST staff members participate in school-wide and/or community activities and goals. ❑ OST programming is based on best practices for addressing barriers to learning and promoting positive development.
<p>F. Program collaborates with other children and youth organizations, community resource agencies and schools to meet the needs of all participating youth.</p>	<ul style="list-style-type: none"> ❑ Program staff establish mechanisms for regular communication to coordinate with children and youth serving agencies. ❑ Program staff collaborate with school counselors, coaches, teachers and community members to determine the needs and provide support for children and youth in the community.

<p>G. The program regularly includes components of character education as defined by the Michigan State Board of Education Policy on Quality Character Education.⁶</p>	<ul style="list-style-type: none"> ❑ Curriculum planning regularly includes components of character education: <ul style="list-style-type: none"> • service learning; • conflict resolution; • asset building; • leadership; • decision making skills for healthy choices; • peer activities—older with younger; • intergenerational activities; and • peer mediation. ❑ Character education opportunities are consistent with the Michigan State Board of Education Policy on Quality Character Education.
<p>H. Computer technology experience, which helps children and youth become comfortable with both skills and materials, should be available at all ages.</p>	<ul style="list-style-type: none"> ❑ Computers and age-appropriate software (or access to) are present in the program and used regularly by all participants. ❑ Computer and technology opportunities are consistent with the State of Michigan Educational Technology Plan.⁷
<p>I. Science, Technology, Engineering, and Math (STEM) experiences, if provided, offer active learning extensions that align with school curriculum.</p>	<ul style="list-style-type: none"> ❑ STEM experiences that offer opportunities to engage with materials and ideas are provided for all children and youth. ❑ Staff encourage children and youth to create plans, implement those plans and self-evaluate. ❑ Staff help students understand that success in STEM activities will require attention to detail, effort, and persistence.

⁶ Michigan State Board of Education Policy on Quality Character Education – http://www.michigan.gov/documents/Character_policy_final_94134_7.pdf

⁷ State of Michigan Educational Technology Plan – www.michigan.gov/documents/STP2006_5-10-06c_158945_7.pdf

VI. Administration

<u>Standard:</u>	<u>Quality Indicators:</u>
A. Prior to developing a new program, a comprehensive needs assessment is conducted and the results are used for data-driven decision making for program planning.	<ul style="list-style-type: none"> ❑ A needs assessment is administered to prospective participants, school staff, and families. Program development and implementation is based on the collected data.
B. Stakeholders, including: parents; guardians; family members; school personnel; businesses; service organizations; and others in the school and community, are identified and involved in the planning process and/or informed of the program.	<ul style="list-style-type: none"> ❑ OST staff, school staff, students, and members of the community conduct regular meetings to coordinate programming, curriculum, and goals. ❑ Ongoing communication and linkages, including formal advisory committees, between and among OST staff, school staff, community members, youth advisory councils, and families are established and encouraged. ❑ Community goals for children and youth, as identified by a county collaborative body, education entities, or municipalities, are incorporated into the program. ❑ Students and staff share responsibilities for community outreach efforts.
C. There is an established budget that adequately supports the program goals and objectives.	<ul style="list-style-type: none"> ❑ The budget development process reflects input from appropriate stakeholders, including the program director, site staff, other administrative staff, and the district/agency budget staff. ❑ The budget adequately supports staffing, professional development, and a variety of appropriate activities and materials related to the program goals and objectives.
D. Fund development, revenue, and fiscal management systems are planned for and implemented to provide for a high quality, sustainable program supporting these standards.	<ul style="list-style-type: none"> ❑ Revenues and expenses are reported and monitored utilizing effective business office procedures. ❑ Fees are established to support quality programming. ❑ Grant funds, child care subsidies, scholarships and donations are used to support program goals.

<p>E. The program has developed a policies and procedures handbook for participants and staff.</p>	<p>❑ Clear, concise, thorough handbooks are developed, updated regularly, and given to families, participants, and employees. The policies and procedures are administered in a consistent and equitable manner and include at least:</p> <ul style="list-style-type: none"> • enrollment policies; • adult behavior expectations; • attendance policies (including sign-in/sign-out procedures); • administration and handling of medications; • emergency contingency plans; and • participant expectations and procedures.
<p>F. A system of regular and comprehensive program evaluation is established and used for on-going program improvement.</p>	<p>❑ At least twice a year, staff, students, families, and community members are given the opportunity to evaluate the program and the results are used for systematic program improvements.</p>
<p>G. Program administration training is in place for site directors/supervisors.</p>	<p>❑ Professional development is planned for and implemented to include:</p> <ul style="list-style-type: none"> • program content; • program delivery system; and • methods for working effectively with all children and youth, families, and staff.
<p>H. Youth have an influence on the structure and policy of the organization.</p>	<p>❑ Children and youth participate in program quality reviews and developing plans for improvement.</p> <p>❑ Students and staff share responsibility on program governing bodies (e.g., boards, advisory panels, standing committees, task forces).</p>

VII. Single-Purpose Programs

<u>Standard:</u>	<u>Quality Indicators:</u>
A. Programs are appropriate for the students enrolled.	<ul style="list-style-type: none">❑ Activities are age and ability appropriate.❑ Activities meet the learning styles and interests of the enrolled students.❑ Accommodations are provided for students with special needs.
B. Appropriate staff members are present at all times.	<ul style="list-style-type: none">❑ At least two adults are present at all times.❑ Staff members have specialty expertise relevant to the content/skill of the program being offered.❑ Staff members have knowledge of children and youth development and age/ability appropriate expectations.

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GLOSSARY

<i>Activity</i>	A planned interaction led by staff.
<i>Cognitive/Cognition</i>	Both the knowledge possessed and the children's and youth's ability to think, reason, learn, and understand. Younger school-age children usually think in concrete ways. Older school-age youth (adolescents) begin to use more complex ways of thinking.
<i>Curriculum</i>	The program content and how it is delivered.
<i>Out-of-School Time(OST)</i>	Before school, after-school, times and days when there is no school due to teacher training, snow days, vacations, summer vacation, etc., which ideally includes both extended learning opportunities to support the school day and school-age child care.
<i>Program</i>	Refers to the organization and all of the activities, as a whole, for children and youth during their out-of-school time.
<i>School Age Care</i>	Eligible to be enrolled in kindergarten, as defined by The Revised School Code, but less than 13 years of age.
<i>Single Purpose Program</i>	A program that is primarily supervised, school-age-child-focused training in a specific subject, including, but not limited to, dancing, drama, music, or religion. This exclusion applies only to the time a child is involved in supervised, school-age-child-focused training. A program that is primarily an incident of group athletic or social activities for school-age children and youth sponsored by or under the supervision of an organized club or hobby group, including, but not limited to, youth clubs, scouting, and school-age recreational or supplementary education programs.
<i>Youth/Students</i>	Children and adolescents who are school-age in kindergarten through twelfth grade.
<i>Youth Development</i>	The support of the natural unfolding of the potential inherent in children and youth in relation to the challenges of their physical and social environment. Positive child and youth development encourages individuals to actively shape their own development through their choices and perceptions.